

**Solano County SELPA**  
**Local Plan Narrative**  
**Governance and Administration**



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## **SOLANO COUNTY SELPA SPECIAL EDUCATION LOCAL PLAN NARRATIVE**

### **A. Solano County SELPA Participating Local Educational Agencies**

The local educational agencies (LEAs) participating in the Solano County Special Education Local Plan Area (SELPA) are all located or partially located in Solano County. The Solano County SELPA Member LEAs include, the Solano County Office of Education, and the following LEA school districts:

- Benicia Unified School District
- Dixon Unified School District
- Fairfield-Suisun Unified School District
- Travis Unified School District
- Vacaville Unified School District

### **B. Governance and Administrative Structure**

The Solano County SELPA is a multi-district SELPA comprised of six local education agencies: five (5) local school districts and the Solano County Office of Education. The LEAs are joined together to provide for the coordinated delivery of programs and services to students with special needs. The Solano County Office of Education is the designated Responsible Local Agency (RLA) or Administrative Unit (AU) for the Solano County SELPA. The Solano County Office of Education is considered an LEA for all purposes of this agreement except where referred to as the AU. Member districts and the county office of education are responsible for coordinating and implementing the local plan through regular participation in the COS and Governance and Finance Committee meetings. Additionally, a special education director or designee participates in each meeting of the CAC.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs and consists of the Council of Superintendents (COS), the executive decision-making body; the Governance and Finance Committee; and the Community Advisory Committee (CAC), both of which serve as advisory bodies to the COS. The SELPA Assistant Superintendent may convene additional committees. The SELPA Assistant Superintendent is responsible for the coordination of the SELPA and the implementation of the local plan. The COS, Governance and Finance Committee, and CAC are public meetings providing a method by which members of the public may address questions or concerns to the governing body. The COS and Governance and Finance Committee meetings operate under the requirements of the Ralph M. Brown Act (Brown Act). The CAC operates under the Ralph M. Brown Act as modified by Education Code 35147.

#### **B1. Council of Superintendents (COS)**

The governing board of the Solano County Special Education Local Plan Area is the Council of Superintendents (COS). The COS consists of five (5) district superintendents and the county superintendent. In recognizing the importance of each superintendent's role in the COS, the designation of alternative representatives to the COS are not permitted. The COS, with input from the Governance and Finance Committee and the CAC, provides leadership in the development of statements of policies and procedures, goals, priorities, and plans for the comprehensive and systematic provision of special education programs and services and recommending their adoption by participating boards. The primary function of the Council is to promote cooperation and communication among the districts, and the County Office of Education, and to be responsive to any special education concerns, which

require an executive decision by the superintendents. The COS also establishes policy and guidelines in compliance with procedures set forth in this local plan for special education. The regular meetings of the COS shall be open to the public and provide for community input. Questions or concerns may also be addressed to the Assistant Superintendent, SELPA.

A superintendent is selected as chairperson of the COS, serving a two-year term, until replaced by vote of the Council. A vice chairperson is also elected, who serves as chairperson in the event that the elected chairperson is unable to fulfill his/her duties as prescribed in this plan. Agendas for COS meetings are developed in collaboration between the Assistant Superintendent, SELPA; the COS chairperson; and the COS vice chair. Each district has one vote on the COS. Actions are approved by a simple majority of those members present.

Specific functions of the Council of Superintendents include:

- a) Employ, supervise, and evaluate the Assistant Superintendent, SELPA.
  - i) By September 30, the COS and Assistant Superintendent, SELPA, shall establish goals for the school year.
  - ii) On or near January of each year, the COS shall provide the Assistant Superintendent, SELPA with a mid-year check-in.
  - iii) By June 30, of each year, the COS shall provide the Assistant Superintendent, SELPA, with an end of year performance evaluation.
- b) Directing the allocation and utilization of special education management and support services, and other resources within the local plan area, in accordance with the provisions of the local plan
- c) Reviewing special education issues and recommending effective solutions to agencies
- d) Adopting executive rules, administrative regulations, and procedures for the management of special education programs and services in the local plan area and the implementation of agreements
- e) Monitoring special education programs and services with respect to both planned and actual efforts, progress, and results
- f) Adopting guidelines and procedures for conducting special education programs and services available through the local plan
- g) Providing executive direction to the Assistant Superintendent, SELPA for regionalized services and to the superintendent of the AU, when appropriate, regarding the implementation, administration, and operation of special education programs and services in accordance with the local plan
- h) Making recommendations to the local education agency board
- i) Directing that data be gathered, interpreted, and reported regarding the implementation, administration, and operation of the local plan
- j) Reviewing data about the current status and accomplishment of special education programs in the respective districts
- k) Providing mutual technical assistance to the Local Education Agency Directors, as necessary

- l) Providing leadership for inter-district actions pertaining to the implementation, administration, and operation of the local plan
- m) Coordinating each local education agency's portion of the special education programs and services, in accordance with the provisions of the local plan
- n) Facilitating liaison with community resources, the local education agencies, the AU, and the Community Advisory Committee
- o) Coordinating and facilitating the participation of district special education personnel and utilizing other available district resources for special education, in accordance with the provisions of the local plan and decisions made by the Council
- p) Conducting public hearings on and approving annual service and budget program plans. The Assistant Superintendent, SELPA shall ensure public notice, at least 15 days notice of the hearing
- q) Receiving regular notification of all requests for due process hearings and compliance complaints filed throughout the Special Education Local Plan Area
- r) Reviewing all IEP team recommendations requesting private school placements
- s) Bi-annually selecting a Chair and annually determining the date and time of the regular meeting
- t) Approving SELPA budgets and expenditures for regionalized services, program specialists, and annual entitlements and grants

Responsibilities of the Chair of the Council of Superintendents include:

- a) Reviews the agenda, conducts meetings, and schedules special meetings
- b) Functions as a mediator in areas of dispute, in accordance with section G3
- c) Represents the SELPA in formal and informal meetings

## **B2. Governance and Finance Committee**

Policy development and implementation for the SELPA is a joint responsibility of the superintendents, chief business officials and administrators of special education of the Local Education Agencies and the Assistant Superintendent, SELPA. The Governance and Finance committee is comprised of district special education directors and business officials, the SELPA Assistant Superintendent and SELPA Fiscal Analyst and the chair of the COS. The Governance and Finance Committee discusses, reviews, and develops recommendations, as appropriate, for the consideration of the COS. The need for flexibility in this process is understood. The goal is to provide COS with vetted, fully informed recommendations.

There shall be twelve (12) voting members of the Governance and Finance Committee; the business official and special education director, or their designee, for each member LEA, including the county office of education and the member districts. A quorum shall be a majority of those present.

## **B3. Community Advisory Committee**

Each participating district and the Solano County Superintendent of Schools authorizes the SELPA to establish a Special Education Community Advisory Committee.

Annually, the chair of the CAC prepares a report to the Council of Superintendents detailing the activities of the year and identifying goals for the next year. The Assistant Superintendent, SELPA provides ongoing information to the CAC. A Special Education Director from a member LEA serves as a liaison to the CAC.

CAC activities are designed to inform the community, and thereby, obtain support and involvement to the benefit of students with disabilities.

The Assistant Superintendent, SELPA serves as Secretary of the CAC and as liaison for the CAC to the Council of Superintendents.

The Special Education Directors of the member LEAs of the SELPA shall solicit a volunteer member to be present at each meeting.

District boards appoint members to the CAC of the Solano County SELPA from a list of selected candidates compiled for each district. Compilation of district candidates is the responsibility of each district's special education director or designee, with assistance from the local advisory council, where they exist.

The committee may include parents and/or legal guardians, of students with disabilities enrolled in public school, students and adults with disabilities, regular education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. A majority of the committee is composed of parents of students enrolled in schools participating in the local plan. A majority of these parents are parents of individuals with exceptional needs.

Participating district board-appointed CAC members and COS appointed agency representatives are the voting members of the CAC and participate in all voting activities.

Each appointed member serves a two-year term, with half of the membership appointed on alternating years.

The CAC:

- a) Advises the SELPA Assistant Superintendent and Council of Superintendents regarding the development, amendment, and review of the local plan

To facilitate this process:

- i) A draft of the Plan is submitted to the CAC at least 30 days prior to submission for review.
  - ii) The Chairperson signs the plan on behalf of the committee to indicate a 30-day review period and compliance with the membership requirements of the CAC.
  - iii) The CAC forwards any recommended revisions and comments regarding the local plan in writing to the respective chairs of the Special Education Council and the Council of Superintendents for review.
- b) Recommends annual priorities to be addressed by the Plan through a written report to the Assistant Superintendent, SELPA
  - c) Assists in parent education and in recruiting parents and other volunteers, who may contribute to the implementation of the Plan

- d) Encourages community involvement in development and review of the local plan
- e) Supports activities on behalf of individuals with exceptional needs
- f) Assists in parent awareness of the importance of regular school attendance
- g) Supports community involvement in the parent advisory committee established pursuant to Education Code 52063 and encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Education code 42238.01.

At regular meetings of the CAC, input on the local plan is gathered from CAC members and the community, including special and regular education teachers, and administrators selected by the groups they represent and parents. These representatives may be members of the CAC. A summary of the input from the CAC is shared with the COS.

#### **B4. Special Focus Committees**

The SELPA Assistant Superintendent may convene ad hoc or informal special focus advisory committees in areas such as program development, development and revision of policies and procedures, and interagency agreements. Each committee will meet only as long as necessary to complete a specific purpose.

#### **B5. Changes in the Governance Structure or Membership**

A member of the Solano County Special Education Local Plan Area may request a change in the governance structure of the local plan at any time. Such a request must be in the form of an agency board resolution. The resolution must specify the change or changes requested and the reasons for the change(s). The superintendent of the district or Solano County Superintendent of Schools requesting the change(s) forwards the board resolution to:

- a) the Solano County Superintendent of Schools,
- b) participating District Superintendents,
- c) the Chair of the Council of Superintendents, and
- d) the Assistant Superintendent, SELPA

The Council Chair follows procedures for conflict resolution specified in the SELPA Policy and Procedures Manual. If mediation fails, the superintendents working with the Special Education Council will:

- a) Modify the Solano County Local Plan and
- b) Notify the California State Department of Education of the pending change in governance

Upon completion of the plan, the established procedures for local plan approval are followed. To maintain the integrity of programs and services and to plan changes in the governance structure, the new local plan or plans will become effective one fiscal year from June 30 of the fiscal year in which the board resolution requesting a change was approved.

### **C. Regionalized Services and Program Specialists**

#### **C1. Local Assurances**

As a condition of receiving funds for regionalized services and the direct instructional support of program specialists, the SELPA assures that all regionalized operations and services listed below are provided in accordance with the Local Plan:



- a) coordination of the special education local plan and the implementation of the local plan
- b) a coordinated system of identification and assessment,
- c) a coordinated system of procedural safeguards,
- d) a coordinated system of staff development and guardian education,
- e) a coordinated system of curriculum development and alignment with the core curriculum,
- f) a coordinated system of internal program review, evaluation and effectiveness of the local plan, and implementation of a local plan accountability mechanism,
- g) a coordinated system of data collection and management,
- h) coordination of interagency agreements,
- i) coordination of services to medical facilities,
- j) coordination of services to licensed children's institutions and foster homes,
- k) preparation and transmission of required SELPA reports,
- l) fiscal and logistical support of the CAC,
- m) coordination of transportation services for individuals with exceptional needs,
- n) coordination of career, vocational and transition services,
- o) means by which full educational opportunity is ensured,
- p) fiscal administration and the allocation of state and federal funds, and
- q) direct instructional support that may be provided by program specialists.

## **C2. Program Specialists**

Program Specialist duties shall be performed by SELPA Coordinators.

SELPA Coordinator personnel requirements:

- a) holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization,
- b) holds a valid administrative services authorization, and
- c) has advanced training and related experience in the education of individuals with exceptional needs and has a specialized in-depth knowledge in one or more areas of major disabilities, preschool disabilities, or career vocational development.

Allocation, Selection, and Supervision

For purposes of reporting under Education Code 41400 et seq., a SELPA Coordinator is considered to be a student services employee. SELPA Coordinators are selected with input from district special education directors, are employed by the AU, and are supervised by the Assistant Superintendent, SELPA/designee

Role and Function of a SELPA Coordinator

A coordinator may, as directed, perform the following tasks upon direction of supervisors or as requested by district administration

- a) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers
- b) Plan programs, coordinate curricular resources, monitor, and evaluate the effectiveness of programs for individuals with exceptional needs
- c) Assist with staff development, program development and innovation of special methods and approaches
- d) Provide coordination, consultation, and program development in his/her areas(s) of expertise

- e) Assure that students, regardless of district, have full educational opportunity
- f) Coordinate inter- and intra-SELPA placements and transportation of students
- g) Serve as liaison and consultant to other professionals, agencies, and the community
- h) Provide consultation to principals and administrators who operate special education programs at their school sites, upon the request of district director
- i) Provide consultative services as a member of the Individualized Education Program team as appropriate

**C3. Administration of Regional Operations and Services**

- a) Coordination of the SELPA and the implementation of the local plan:

(1) Role of the RLA/AU:

The Administrative Unit (AU) for the Solano County SELPA shall be responsible for functions such as, but not limited to:

- (a) Receipt and distribution of special education funds to district accounts for the special education programs and services, pursuant to state and federal law.
- (b) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- (c) The employment of staff to support SELPA functions.
  - (i) Receiving, transferring, and expending funds, based upon the budget as approved by COS.
  - (ii) Establishing and maintaining an office of the Solano County SELPA.
  - (iii) Employment of the Assistant Superintendent, SELPA to coordinate implementation of the local plan throughout the Solano County SELPA and with other SELPAs, as appropriate.
  - (iv) Participating in funding the administrative cost of SELPA office.

(2) Role of the SELPA Administrator:

The Assistant Superintendent, SELPA is a full-time employee who serves as Executive Secretary to the COS and is a non-voting member of the Council. Under the direction of the COS, the Assistant Superintendent, SELPA's responsibilities include:

- (a) Implementing regionalized services based upon annual priorities that include: administering personnel development programs; coordinating program evaluation; supervising data collection, information management, and reporting; supporting curriculum development and proficiency standards; coordinating ongoing monitoring of local plan implementation through program review; supervising and evaluating program specialists; recruiting county and district personnel; and conducting child-find and public awareness procedures
- (b) Providing overall coordination of the local plan implementation through program review
- (c) Assisting in development and coordinating master contracts with nonpublic schools and agencies providing services to students with disabilities

- (d) Participating in or designating appropriate personnel to participate in IEP team meetings for students considered for placement in other local plan areas and/or nonpublic school placements, as requested by member districts
  - (e) Providing technical assistance to local education agencies in due process and complaint procedures
  - (f) Coordinating and facilitating establishment of local plan area standards, procedures, processes, and regulations for the implementation of the local plan
  - (g) Acting as liaison between the local plan area and the California Department of Education (CDE)
  - (h) Applying for discretionary funds and other grants that become available to the SELPA
  - (i) Assisting in identification of special education program and service needs for the SELPA
  - (j) Providing technical assistance to local education agency special education program managers
  - (k) Prepare an annual budget for the various special education resources to be submitted to the SELPA Governance and Finance Committee for review and input, to the COS for adoption
  - (l) Recommend employment of, supervise, evaluate and discipline SELPA personnel
  - (m) Accounting to LEAs for funds received and expended through the office, inclusive of the regionalized services budget
  - (n) Coordinating the preparation and submission of all state mandated reports required for the SELPA
  - (o) Resolving differences and acting as a mediator to reach consensus when differences of opinion occur between LEA directors or superintendents
  - (p) Acting as an ex-officio member of all SELPA standing committees and appointed task forces
  - (q) Meet and consult regularly with the special education directors of member LEAs, school districts and the county office of education
  - (r) Submitting the local plan to the Solano County Superintendent of Schools for signature, assuring coordination of the Local Plans within the county, in compliance with requirements of Education Code section 56140
- (3) Role of the individual LEAs:

Each local education agency governing board is responsible for approving the participation of its LEA in this local plan for special education Its support and recommendations are essential to effective implementation and operation of the local plan.

Each member LEA is responsible to ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs shall approve any policies and procedures needed to implement the local plan.

b) Coordinated system of identification and assessment:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of identification and assessment is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

(a) The SELPA administrator assists the conduct of child find activities through:

- (i) Annual distribution of child find materials to local child care facilities, private schools, medical offices, nonprofit organizations focused on serving children and interested parties;
- (ii) staffing community events and distributing child find activities;
- (iii) maintaining child find information on the Solano County SELPA website;
- and
- (iv) providing workshops on child find.

(b) The SELPA provides technical support to LEAs and guidance to parents, as needed.

(3) Role of the individual LEAs:

Each LEA is responsible for identifying and assessing all students for whom they are responsible including developing a system of support and referral for assessment.

c) Coordinated system of procedural safeguards:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of procedural safeguards is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA provides alternate dispute resolution services for districts and parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and maintain a copy on the Solano County SELPA website.

(3) Role of the individual LEAs:

The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

- d) Coordinated system of staff development and parent and guardian education:
  - (1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of staff development and parent and guardian education is the same as the role of each LEA.
  - (2) Role of the SELPA Administrator:

The SELPA works cooperatively with Matrix Parent Network, a non-profit agency to provide parent and guardian education. The SELPA administrator will provide needed training and supports as requested, or determined appropriate, for each LEA.
  - (3) Role of the individual LEAs:

LEAs will determine their staff development and parent and guardian education programs, based on their local needs. They may seek technical assistance or input from the SELPA at any time.
  
- e) Coordinated system of curriculum development and alignment with the core curriculum:
  - (1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of curriculum development and alignment with the core curriculum is the same as the role of each LEA.
  - (2) Role of the SELPA Administrator:

The SELPA administrator will provide technical assistance and staff development, as requested or determined appropriate.
  - (3) Role of the individual LEAs:

LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.
  
- f) Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:
  - (1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system is the same as the role of each LEA.
  - (2) Role of the SELPA Administrator:

The SELPA administrator:

    - (a) ensures the COS receives annual input on the local plan from required stakeholders, including parents of the CAC, general and special education staff and administrators,

- (b) reports monthly to the COS in a public meeting, a summary of the SELPA's activities on behalf of its members,
  - (c) participates in monitoring activities and development and implementation of LEA improvement plans.
- (3) Role of the individual LEAs:  
Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE.
- g) Coordinated system of data collection and management:
- (1) Role of the RLA/AU:  
The role of the RLA/AU related to the coordinated system of data collection and management is the same as the role of each LEA.
  - (2) Role of the SELPA Administrator:  
The SELPA administrator:
    - (a) approves the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the CDE,
    - (b) provides technical assistance and training to LEAs,
    - (c) ensures timely collection of data for state reporting
  - (3) Role of the individual LEAs:  
The LEAs are responsible for data entry, quality and integrity. The LEAs approve the CALPADS submission as required by the CDE.
- h) Coordination of interagency agreements:
- (1) Role of the RLA/AU:  
The role of the RLA/AU related to the coordination of interagency agreements is the same as the role of each LEA.
  - (2) Role of the SELPA Administrator:  
The SELPA administrator annually reviews interagency agreements. Interagency agreements are renewed annually and posted on the SELPA website.
  - (3) Role of the individual LEAs:  
Through their representative to the COS, LEAs implement interagency agreements as appropriate.
- i) Coordination of services to medical facilities:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of services to medical facilities is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA administrator will facilitate the coordination of these services by the designated LEAs.

(3) Role of the individual LEAs:

Each LEA shall be responsible for the provision of special education and related services to students with disabilities residing in hospitals and other residential facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA, next by the SELPA, and then by the SELPA centralized and/or regionalized program providers. If the special education services available within these entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the student's IEP. These may include employees of other LEAs within the SELPA, those of a neighboring SELPA, or a Nonpublic Agency (NPA).

j) Coordination of services to licensed children's institutions (LCIs) and foster family homes:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of services to LCIs and foster family homes is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA administrator facilitates the coordination of these services by the designated LEAs.

(3) Role of the individual LEAs:

Each LEA shall be responsible for the provision of special education and related services to students with disabilities residing in LCIs and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and then by SELPA centralized and/or regionalized providers. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate NPA service provider for implementation of the pupil's IEP.

k) Preparation and transmission of required special education local plan area reports:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the preparation and transmission of required special education local plan area reports is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

(3) Role of the individual LEAs:

Individual LEAs will maintain accurate records and submit required data for the SELPA to submit timely reports.

l) Fiscal and logistical support of the CAC:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the fiscal and logistical support of the CAC is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA administrator:

- (a) provides logistical support to the CAC, and
- (b) ensures the local plan is reviewed by the CAC

(3) Role of the individual LEAs:

Voting members are appointed by local governing boards to the CAC.

m) Coordination of transportation services for individuals with exceptional needs:

(1) Role of the RLA/AU:

The responsibility for coordination of transportation is not the responsibility of the RLA/AU. If the RLA/AU provides transportation, it is unrelated to the role of that LEA as the RLA/AU.

(2) Role of the SELPA Administrator:

The SELPA will provide technical assistance as requested.

(3) Role of the individual LEAs:

Individual LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program. The Solano COE provides transportation, to the extent possible, for students attending programs outside of the geographic boundaries of the SELPA. In the event the Solano COE does not provide transportation, the responsibility for transportation is assigned to the District of Special Education Accountability (DSEA).

n) Coordination of career and vocational education and transition services:

(1) Role of the RLA/AU:



The role of the RLA/AU related to the coordination of career and vocational education and transition services is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA administrator will provide technical assistance and staff development as needed.

(3) Role of the individual LEAs:

Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law.

o) Assurance of full educational opportunity:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the assurance of full educational opportunity is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

Through approval of the Annual Services Plan, the SELPA will ensure that the full continuum of services is available. The SELPA monitors compliance reviews and assists, as requested, in the development of corrective action plans. Additionally, professional development and technical assistance is provided to LEAs and nonpublic schools.

(3) Role of the individual LEAs:

The individual LEAs:

- (a) monitor student's IEP to ensure that all services documented are provided, without delay, and at no cost to the parent;
- (b) regularly review and monitor special education data to ensure services and annual and triennial IEPs are implemented and reviewed per mandated timeframes, and
- (c) through the IEP process, review the special education services provided to students to ensure adequate yearly progress is occurring.

p) Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

(1) Role of the RLA/AU:

The role of the RLA/AU, in coordination with the SELPA, is responsible for receiving and distributing state and federal funds to individual LEAs in accordance with the adopted budget.

(2) Role of the SELPA Administrator:

The SELPA administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the COS. The SELPA Administrator also ensures the development of the Annual Budget Plan.

(3) Role of the individual LEAs:

Individual LEAs determine and approve the allocation of state and federal funds. Each LEA timely submits required fiscal reports to the SELPA for required by state and federal reporting.

q) Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

(1) Role of the RLA/AU:

The role of the RLA/AU related to direct instructional program support that may be provided by program specialists is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA Administrator:

- (a) coordinates and provides staff development and training for general and special education administrators and staff,
- (b) develops and disseminates forms, policies, and procedures throughout the SELPA, and
- (c) assists in preparation, implementation, and follow-up of state reviews, including those that are part of the Compliance and Improvement Monitoring (CIM) process.

(3) Role of the individual LEAs:

Individual LEAs are responsible for:

- (a) planning, directing, coordinating, and evaluating instructional programs
- (b) identifying needs and developing short and long-range plans for staff development, curriculum development, and program effectiveness.
- (c) providing staff development and training for general and special education administrators and staff.
- (d) developing and disseminating forms, policies, and procedures consistent with LEA policies.
- (e) representing the LEA on committees as directed.
- (f) assuring appropriate coordination of general and special education instructional resources for students.
- (g) providing support to the LEA in the area of positive behavior intervention.
- (h) assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Compliance and Improvement Monitoring (CIM) process.

## **D. Roles and Responsibilities of Participating Entities**

### **D1. Administrative Unit**

Participating districts, through the Council of Superintendents, designates the AU for the SELPA. The Solano County Office of Education (SCOE) is the AU, as designated by the participating districts in the Local Plan for Special Education in Solano County. SCOE functions as a Local Education Agency and has status equal to other Local Education Agency district program operations.

### **D2. Local Educational Agency**

The local boards are responsible for the approval of district budgets, hiring of personnel for their districts, and setting policy. Each unit-district prepares its own budget and is responsible for the hiring of district personnel. The County Board of Education is responsible for approval of the County Superintendent's budget. The Solano County Superintendent of Schools is responsible for the hiring of County Office of Education personnel and setting Solano County Office of Education policy. In consultation with the Governance and Finance Committee, the Assistant Superintendent, SELPA develops the regional services and program specialist budgets, and the Council of Superintendents reviews, amends, and makes a final recommendation to the Board of Education of the responsible fiscal agency.

Each district board approves programs to be operated within its jurisdiction. The Solano County Office of Education establishes and maintains special education programs and services that are most effectively provided by the Superintendent's office, as determined by the COS and as specified in the annual budget and service plans. The Office of the County Superintendent functions as an LEA and has status equal to other LEA district program operations.

Each district board appoints members to the CAC.

Board policy of each LEA member of the Solano County SELPA Local Plan shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Students with disabilities are served in their home districts whenever the needs identified in the individualized education program can be met in the home district. However, it is recognized that some students with disabilities have unique educational needs that cannot be met in their home districts. Because of such identified unique needs, some students receive services from other districts or the Solano County Office of Education. The local plan serves as the contractual agreement for students with disabilities placed in regional programs. LEA responsibilities include:

- a) Coordinating and conducting child find activities.
- b) Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
- c) Identifying and serving students in medical, foster or LCI facilities.
- d) Participating in state/district-wide assessments.
- e) Operating all special education programs and services in accordance with state and federal laws and regulations.
- f) Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
- g) Utilizing the same management information system, forms, procedures and guidelines as all other districts within the SELPA.

- h) Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports and compliance reviews.

### **D3. LEA Governing Boards**

The local governing boards of member school districts and the Solano County Superintendent of Schools responsibilities include:

- a) Adoption of policies and procedures for special education programs and services within their districts.
- b) LEA compliance with all elements of the local plan.
- c) Input on SELPA policies and procedures through the superintendent of the LEA.
- d) Appointment of individuals to the CAC.

### **D4. LEA Superintendents**

The district superintendents are responsible to their respective Boards of Education. The district superintendents and county superintendent of schools participate on the Council of Superintendents and assist in the development and approval of policies for the operation of the Special Education Local Plan Area.

Local superintendents are responsible for preparing their district's special education budgets and for the operation of programs and services within their districts, as well as maintenance and operation of the facilities housing special education programs and services.

Responsibilities of the LEA (County/District) Superintendent in the implementation of the plan include the following:

- a) appoint administrators to represent the LEA and serve on SELPA organized committees;
- b) advising their respective agencies on policy development;
- c) collecting information on program operations and reporting that information to the Assistant Superintendent, SELPA;
- d) designate an individual to participating in the recruiting, screening, and interviewing process for SELPA staff who have a local plan area function;
- e) managing and operating LEA programs and services;
- f) providing mutual technical assistance in due process and complaint procedures;
- g) participating in establishing local plan area standards, procedures, and processes for implementation of the local plan; and
- h) assisting in the identification of special education program and service needs for the SELPA.

Each LEA shares in a cooperative effort to provide for the special education needs of all students with disabilities within this SELPA.

### **D5. LEA Special Education Administrators**

The directors for special education are responsible for the primary operation of programs and services associated with special education within their respective districts. They provide for assessment, instructional planning, placement, and review of students through IEP teams. They ensure that all

eligible students have entry into special education programs as well as exit from programs within their geographic or program responsibility areas.

The directors assess the need for professional learning, special education program development, , and regional programs. The administrators facilitate the collection and aggregation of data by providing accurate and timely information to the local plan area regarding student assessment, placement, identifying data, student movement, and progress. In addition, the administrators participate in internal local plan area.

## **E. Federal Assurances**

### **E1. Free Appropriate Public Education 20 United States Code (USC) Section (§) 1412 (a)(1)**

It shall be the policy of each LEA in the SELPA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

### **E2. Full Educational Opportunity 20 USC § 1412 (a)(2)**

It shall be the policy of each LEA in the SELPA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

### **E3. Child Find 20 USC § 1412 (a)(3)**

It shall be the policy of each LEA in the SELPA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

### **E4. Individualized Education Program and Individualized Family Service Plan 20 USC § 1412 (a)(4)**

It shall be the policy of each LEA in the SELPA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

### **E5. Least Restrictive Environment 20 USC § 1412 (a)(5)**

It shall be the policy of each LEA in the SELPA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**E6. Procedural Safeguards 20 USC § 1412 (a)(6)**

It shall be the policy of each LEA in the SELPA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

**E7. Evaluation 20 USC § 1412 (a)(7)**

It shall be the policy of each LEA in the SELPA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**E8. Confidentiality 20 USC § 1412 (a)(8)**

It shall be the policy of each LEA in the SELPA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

**E9. Part C, Transition 20 USC § 1412 (a)(9)**

It shall be the policy of each LEA in the SELPA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

**E10. Private Schools 20 USC § 1412 (a)(10)**

It shall be the policy of each LEA in the SELPA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

**E11. Local Compliance Assurances 20 USC § 1412 (a)(11)**

It shall be the policy of each LEA in the SELPA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

**E12. Interagency 20 USC § 1412 (a)(12)**

It shall be the policy of each LEA in the SELPA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**E13. Governance 20 USC § 1412 (a)(13)**

It shall be the policy of each LEA in the SELPA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

**E14. Personnel Qualifications 20 USC § 1412 (a)(14)**

It shall be the policy of each LEA in the SELPA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that

those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

**E15. Performance Goals and Indicators 20 USC § 1412 (a)(15)**

It shall be the policy of each LEA in the SELPA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

**E16. Participation in Assessments 20 USC § 1412 (a)(16)**

It shall be the policy of each LEA in the SELPA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**E17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)**

It shall be the policy of each LEA in the SELPA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

**E18. Maintenance of Effort 20 USC § 1412 (a)(18)**

It shall be the policy of each LEA in the SELPA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

**E19. Public Participation 20 USC § 1412 (a)(19)**

It shall be the policy of each LEA in the SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**E20. Rule of Construction 20 USC § 1412 (a)(20)**

(Federal requirement for State Education Agency only.)

**E21. State Advisory Panel 20 USC § 1412 (a)(21)**

(Federal requirement for State Education Agency only.)

**E22. Suspension/Expulsion 20 USC § 1412 (a)(22)**

The LEAs assure that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

**E23. Access to Instructional Materials 20 USC § 1412 (a)(23)**

It shall be the policy of each LEA in the SELPA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

**E24. Overidentification and Disproportionality 20 USC § 1412 (a)(24)**

It shall be the policy of each LEA in the SELPA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**E25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)**

It shall be the policy of each LEA in the SELPA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**E26. Distribution of Funds 20 USC § 1411(e),(f)(1-3)**

(Federal requirement for State Education Agency only.)

**E27. Data 20 USC § 1418 (a-d)**

It shall be the policy of each LEA in the SELPA to provide data or information to the CDE that may be required by regulations.

**E28. Reading Literacy (State Board Requirement, 2/99)**

It shall be the policy of each LEA in the SELPA that in order to improve the educational results for students with disabilities, Special Education Local Plan Areas (SELPA) local plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**E29. Charter Schools (EC 56207.5 (a-c))**

It shall be the policy of each LEA in the SELPA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

**F. Additional Elements of the Local Plan**

**F1. Allocation Plan and Maintenance of Effort**

Districts and the County Office of Education acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than of the prior year, noting the limited exceptions to maintenance of effort provided for in state and federal law.

State Special Education Revenue and Federal Local Assistance Grant funds, are distributed on an Average Daily Attendance (ADA) basis, after regionalized services are funded first. These services include partial funding for county operated programs, SELPA office operations, pooled funds for a variety of purposes including, legal defense, legal education, catastrophic costs, etc. All direct allocations to districts are distributed proportionally, based on ADA. All property taxes allocated to the SELPA are used to partially fund county operated special education programs.

Infant Discretionary funds are allocated pursuant to applicable state and federal laws, and are used to fund regionalized, county operated special education programs for students with severe disabilities.

Preschool local assistance funds are also allocated pursuant to applicable state and federal laws, and are used to fund district operated, preschool special education programs for students with mild and moderate disabilities.



Revenue subject to the SELPA allocation Model include the following:

- a) IDEA Basic Local Assistance Entitlement, Part B (RS 3310),
- b) IDEA Local Preschool Grant, Part B (RS 3315)
- c) IDEA Mental Health Allocation Plan, Part B (RS 3327)
- d) IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- e) IDEA Preschool Staff Development, Part B, (RS 3345)
- f) IDEA Alternative Dispute Resolution (RS 3395)
- g) State Special Education, also referred to as AB 602, (RS 6500)
- h) State Special Education: Mental Health Services, also referred to as AB 114, (RS 6546)
- i) State Special Education: Infant Discretionary Funds (RS 6515)

**Age 0-3 years, Infant/Toddler Funds**

Infant special education funds, including RS 3385 and RS 6515, are transferred to the Solano County Office of Education to operate the Early Start (age 0-3 years) special education program. **Age 3-22 years,**

**School Age Funds**

After regionalized services are funded, State and Federal special education funds, including RS 3310, RS 3315, RS 3327, RS 3345, RS 3395, RS 6500 and RS 6512, are allocated based upon prior year Average Daily Attendance (ADA).

Regionalized operations and services, funded prior to distribution of revenue apportioned for 3-22-year-old students, include:

- a) Extensive Support Needs (ESN) program,
  - i) Funding for the ESN program includes all related services, except transportation.
  - ii) Revenue for the ESN program shall include:
    - (1) LCFF (general education funds) blended rate (as of 2023-2024 that rate is \$7,309) generated by the pupils in the ESN program;
    - (2) lottery funds, based upon the January Governor's budget proposal, generated by the pupils in the ESN program;
    - (3) property taxes, which are an offset to the AB 602 allocation, are used to partially fund the ESN programs to reduce the state revenue apportioned to fund the ESN program. These funds shall be prorated based upon enrollment to the LEAs operating the ESN; and
    - (4) state and federal special education funds.
  - iii) LEAs operating an ESN program shall annually submit a proposed budget to the COS in accordance with the annually approved budget development calendar.
- b) SCOE operated Deaf Hard-of-Hearing (DHH) program
- c) SCOE provided mental health services in the Juvenile Detention Facility
- d) SELPA Operations and Services, as directed by the COS annually, including but not limited to:
  - i) the SELPA office and SELPA personnel,
  - ii) funds for California Children's Services equipment,
  - iii) special education database contract,
  - iv) low incidence revenue, and
  - v) staff development funds.

- e) Pooled resources, at an amount determined annually by the COS, including but not limited to the following:
  - i) Legal Education
  - ii) Legal Defense
  - iii) Residential Placement
  - iv) Catastrophic cost

## **F2. Monitoring the use of State and Federal Funds**

Each LEA is independently audited annually.

For the purpose of reviewing and submitting mandatory reports, including the Excess Cost Calculation, Special Education Maintenance of Effort – Actual, and Special Education Maintenance of Effort - Budget, the SELPA annually collects and aggregates LEA special education financial data. SELPA aggregates data for federal grants, including calculation of proportionate share.

## **F3. Annual Budget Plan**

The SELPA shall adopt an annual budget plan at a public hearing scheduled at a COS meeting in compliance with all legal mandates. The annual budget plan shall identify expected income and expenditures as required by state and federal laws.

## **F4. Annual Service Plan**

The SELPA shall adopt an annual service plan at a public hearing scheduled at a COS meeting in compliance with all legal mandates. The service plan provides an overview of the programs and services available within the SELPA.

## **F5. Programs for Early Childhood Special Education**

A collaborative between North Bay California Regional Center, Early Head Start, California Children’s Services, and Warmline Family Resource Center ensures services to infants and their families.. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the Annual Service Plan.

## **F6. Oversight of Nonpublic School Placements**

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if he/she is making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

## **F7. Utilization of General Education Resources**

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, as appropriate, utilized.

Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. The LEA shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of intervention strategies.

**F8. Access to Core Curriculum**

Each LEA shall ensure that students with disabilities will have access to required core curriculum including state adopted core curriculum and supplementary materials.

**F9. Services to Incarcerated Adult Students**

Enrollment and Intake Procedures

Students who were found eligible for special education services prior to incarceration in the Solano County Detention Center, shall be identified by the Solano County Sheriff, the adult student or the adult student's appointed representative. Upon referral from the Solano County Sheriff, the Solano County SELPA shall ensure the provision of special education services for inmates who remain eligible for such services, and

- a) whose parent or conservator currently resides within the Solano County SELPA's boundaries; or
- b) whose parents resided within the Solano County SELPA's boundaries when the inmate turned 18, and who remain residents of the SELPA.

Responsible Agency

It shall be the responsibility of the DSEA to provide services to the identified individual in the Solano County Detention Center, or the SCOE, on behalf of the responsible district, may provide services at the Solano County Detention Center. If the Solano SELPA is not the responsible SELPA for an inmate identified by the Sheriff, the Solano SELPA shall make every effort to identify and contact the responsible district/SELPA.

**F10. Low Incidence Funds**

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deaf, visual disability, severely orthopedically impaired, and deaf-blind. The funds are administered through the Solano County SELPA as specified in the Solano County SELPA Procedural Manual and include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

**F11. Request for SELPA Membership by a Charter School**

A request by a charter school to participate as an LEA in the Solano County SELPA will not be treated differently from a similar request made by a school district. Procedures related to charter school participation in the Solano County Local Plan are specified in the Solano County SELPA Procedural Manual.

In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:

- a) The special education local plan area shall comply with Section 56140.

- b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.
- c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.

## **G. Policies, Procedures, and Local Agreements**

SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents are available on the Solano SELPA website.

### **G1. Interagency Agreements**

Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

- a) Solano County Health & Human Services/California Children's Services
- b) North Bay Regional Center – Part C
- c) North Bay Regional Center – Part B
- d) Matrix Parent Network
- e) Child Start, Inc.
- f) Multi-SELPA Agreement to operate programs for student who are Deaf / Hard-of-Hearing

### **G2. Public Addressing the Governing Body**

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Council of Superintendents, the Governance and Finance Committee and/or the Community Advisory Committee.

### **G3. Dispute Resolution**

The process for mediation at the COS level is as follows: The Chairperson of the COS mediates the differences between the participating districts. If the Chairperson is a party to the disagreement, an impartial superintendent participates in the mediation process. When resolution cannot be reached, a three-person panel composed of the Assistant Superintendent, SELPA; the Chairperson of the COS; and a special education director selected by the COS serve as the final arbitrators. If any of these individuals are party to the disagreement, the group at large selects an impartial individual from each of these groups.

In the event a dispute involves multiple members LEAs rendering it not feasible or practicable to form a mediating committee, the COS may direct the Assistant Superintendent, SELPA to engage a neutral third party to provide the mediation.

### **G4. Legal References**

Federal Requirements: 20 USC 1412 (a), 20 USC 1413 (a) (1), 20 USC 1413 (a) (5) 9

State Requirements: EC 56001 (f) 1, 56190-56194 6, 56195.1 (b) (c) 5, 56195.3 2, 56195.9 3, 56025 (a) (12) 4, 56205 (b) (4) 8, 56205 (b) (5) 7, 47640-47647 10, 56195.1, 56203, 56207.5